DOCUMENT RESUME

ED 201 369 JC 810 264

TITLE Report for Florida Community Colleges, 1979-80. Part II: The Community College System in Florida.
INSTITUTION Florida State Dept. of Education, Tallahassee. Div. of Community Junior Colleges.
PUB DATE Mar 81
NOTE 36p.; For a related document, see JC 810 263.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Administrative Policy; Adult Education; *Articulation (Education); *College Administration; College Role; *Community Colleges; Community Education; *Educational Philosophy; Educational Policy; Minimum Competencies; State Agencies; *State Colleges; State Surveys; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS *Florida

ABSTRACT

As an information resource for legislators and the general public, this report describes the goals, organization, and activities of the Florida community college system (FCC). After introductory material outlining the history of the FCC since 1957, the report discusses its philosophy and goals, which are based on a dedication to the provision of a comprehensive curriculum with special emphasis on technical education designed to enhance the state's economy. An outline of 16 policy statements is then presented, delineating instructional and administrative guidelines followed by the colleges in fulfilling their mandated role. The report next describes the functions of nine state agencies, departments, offices, and councils, district governing boards, and a professional association which are involved in the governance of the FCC. A description follows of the efforts undertaken to improve the articulation of FCC courses and services with those offered by Florida's secondary and higher education institutions. These efforts include drawing up a formal articulation agreement, developing a taxonomy of courses, and defining minimum competencies. After the report delineates district responsibilities for vocational education, it identifies the colleges authorized to award high school diplomas, explains the two categories of adult education courses, and examines guidelines for the implementation of community services. (JP)

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STATE OF FLORIDA
DEPARTMENT OF EDUCATION

REPORT FOR FLORIDA COMMUNITY COLLEGES 1979-80

Part 2
The Community College System in Florida

JC 810 264

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Adopted, State Board of Education, Jan. 20, 1981

REPORT FOR FLORIDA COMMUNITY COLLEGES

1979-80

PART II

THE COMMUNITY COLLEGE SYSTEM IN FLORIDA

DEPARTMENT OF EDUCATION

DIVISION OF COMMUNITY COLLEGES

TALLAHASSEE, FLORIDA

March 1981

FOREWORD

The principal purpose of the Report for Florida Community Colleges is to convey information to interested persons about the system of community colleges in Florida. It is intended that this information answer many of the questions frequently asked by members of the Legislature, Governor's staff, press, state agencies, and individual citizens, students and faculty.

The Report for Florida Community Colleges is presented in two main parts: Part I, under separate cover, presents tables of statistical and financial data representing a specific academic/fiscal reporting year and reflects aggregated totals reported by the community colleges in the areas of enrollments, personnel, academic programs and finances. Part II describes the history, organization, goals and objectives of Florida's community college system.

Additional information about Florida's community colleges may be requested by contacting:

Bureau of Research and Information Systems and Services
Division of Community Colleges
Department of Education
327 Collins Building
Tallahassee, Florida 32301
Telephone: (904) 488-8597 or SUNCOM 278-8597

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HISTORY

In 1957, the State Board of Education adopted the long-range plan of the Community College Council to provide post-high school educational opportunities within commuting distance of 99 percent of the state's population. In the development and implementation of this plan, Florida became a national model for the orderly development of a statewide system of community colleges.

The Florida system has also received national recognition because of its unusual balance between local control and state coordination and support. Florida's community colleges are locally controlled institutions operating within a broad framework of State Board of Education Rules which provide minimum standards and essential systemwide coordination. Originally, the colleges were developed as components of local school systems and were operated by boards of public instruction. In 1968, the Legislature established independent local boards of trustees and gave those boards corporate authority for operating community colleges within the framework of law and state regulations. In 1971, the local school boards were relieved of financial responsibility for community colleges and the cost is now provided largely by the state, with additional funding coming from minimal student fees and limited federal grants. State-level administration and coordination is provided by the Department of Education through the Division of Community Colleges.

From the outset, Florida's community colleges have been designed as comprehensive institutions. They have served post-high school educational needs of local communities by providing education in the three major areas of adult continuing education including community instructional services, occupational education, and general and academic education parallel to that of the first and second years of the State University System.

The history of Florida's community colleges had its beginning in 1933 when Palm Beach Junior College was established as a public two-year college. From that date, until 1947 when St. Petersburg Junior College changed its status from private to public, Palm Beach Junior College remained the only public two-year college in Florida. When the Florida Minimum Foundation Program was enacted in 1947, combined state and local support for community colleges became a reality. With this incentive, Pensacola Junior College was established in 1948 and Chipola Junior College, established in 1947 as a private institution, changed its status to become a public junior college.

The Legislature in 1955 established the Community College Council, whose report was published in 1957 under the title, "The Community Junior College in Florida's Future." This report, which was approved by the State Board of Education, contained recommendations for needed legal changes and a plan for establishing a system of public community colleges in Florida which ultimately would provide post-high school education within commuting distance for more than 99 percent of Florida's population. As a result, the Legislature authorized creation of the Division of Community Colleges in the State Department of Education and appropriated funds for six new community colleges to begin implementation of the Master Plan. These were:

Gulf Coast Community College
Central Florida Community College
Daytona Beach Community College
Manatee Junior College
North Florida Junior College
St. Johns River Community College

With the opening of Pasco-Hernando Community College in 1972, the Master Plan had been implemented. Future growth of the system will be closely related to population growth within each district. Whenever need dictates, the 28 colleges establish additional centers and campuses. More than 2,000 other locations such as churches, public schools, and community centers are used annually in order to bring instruction closer to students.

To further insure the operation and maintenance of the state community college system in a coordinated, efficient, and effective manner, the 1979 Florida Legislature established the State Community College Coordinating Board. (Please refer to page 10.)

The twenty-eight community colleges comprising the Florida system are listed on the following page along with the year each was established.

The Colleges*

College	Year Established
Palm Beach Junior College	1933
St. Petersburg Junior College	1947**
Chipola Junior College	1948***
Pensacola Junior College	1948
Gulf Coast Community College	1957
Central Florida Community College	1958
Daytona Beach Community College	1958
Manatee Junior College	1958
North Florida Junior College	1958
St. Johns River Community College	1958
Brevard Community College	1960
Broward Community College	1960
Indian River Community College	1960
Miami-Dade Community College	1960
Edison Community College	1962
Lake City Community College	1962
Lake-Sumter Community College	1962
Okaloosa-Walton Junior College	1964
Polk Community College	1964
Florida Keys Community College	1965
Florida Junior College at Jacksonville	1966
Santa Fe Community College	1966
Seminole Community College	1966
South Florida Junior College	1966
Tallahassee Community College	1966
Valencia Community College	1967
Hillsborough Community College	1968
Pasco-Hernando Community College	1972

*Please refer to inside back cover for addresses.
**St. Petersburg Junior College was established in 1927 as a private institution and became part of Florida's public system in 1947.
***Chipola Junior College was established in 1947 as a private institution and became part of Florida's public system in 1948.

PHILOSOPHY AND GOALS

The rapid, but orderly, implementation of the statewide plan for community junior colleges has resulted in substantially more high school graduates in Florida continuing their education than in the past and a considerable increase in post-high school employment opportunities because of training in vocational programs, especially in the technical and health-related areas.

Significantly, the community colleges have become a major source of students for the upper divisions of Florida's universities. Currently, public community colleges are providing approximately two-thirds of the first-time-in-college enrollment in the state. The opportunity for post-high school education at the freshman/sophomore level in the community colleges has enabled the university system to direct more of its energies toward upper-division and graduate education. This sharing of responsibility for offerings which lead to the baccalaureate degree has proved to be a very valuable asset to the citizens of Florida.

The Southern Regional Education Board Commission on Goals for Higher Education in the South recommended that "each state should develop a strong system of two-year community colleges." The Commission amplifies this recommendation as follows:

> These non-residential institutions, generally located in urban areas, can serve a variety of functions for which four-year institutions are not required. Among these are freshman and sophomore college courses, vocational and technical programs, guidance and counseling services, specific programs to meet community needs, and adult education.
>
> The community college is economical for both student and taxpayer. It can be responsive to local needs and a vital force in the community.
>
> These colleges, as now organized, are parts of the local public school programs, separate two-year state colleges, or affiliates of the state university system. Whatever the basis of the organization, however, three things are essential:

1. They must be integral parts of the state system of higher education and fully coordinated with the other parts of the system.

2. They must resist pressure to expand into four-year institutions, concentrating rather on achieving excellence in their two-year programs.

3. Their distinctive function must be recognized and respected. They are neither mere extensions of the high school nor decapitated versions of the four-year college.

As the colleges accept the idea of comprehensiveness, more emphasis will be placed on programs and curricula designed to meet the post-high school educational needs of all persons in the community. In adopting the philosophy of comprehensiveness and following the recommendations of the Council for the Study of Higher Education and the Community College Council, the Florida Legislature assigned three major functions to the community college. Florida Statutes provide that community colleges shall offer:

1. freshman and sophomore level education parallel to that commonly offered in the state universities

2. occupational education ofter referred to as vocational-technical education

3. courses and programs of adult continuing education

In addition to these functions, the community colleges have become centers for community educational activities, including guidance, counseling, and cultural activities.

Although the great majority of students enrolled in community colleges today express as their goal the completion of baccalaureate degree programs, less than one-third of the entering freshmen actually complete this goal. In recognition of this fact, community colleges are placing increasing emphasis on providing occupational programs to meet the needs of individual students and to serve the ever increasing needs of business and industry in the State. Special emphasis has been placed in the areas of industrial technology, the health occupations, and those occupations relating to service and distribution which are so important to tourism and to the economy of Florida.

As Florida expands industrially, the occupational programs in community colleges assume increasing importance among the offerings in higher education. New emphasis on career education at all levels, as expressed in federal legislation and by various studies conducted nationally, will thrust the community colleges into assuming an ever increasing responsibility in this area.

The following statements summarize most of the policies which are required to enable community colleges to continue to fulfill their assigned roles in providing post-high school education for the citizens of Florida.

1. The major purpose of the community colleges is to extend educational opportunity at less than the baccalaureate degree level to persons in the community.

2. Programs of occupational education should be provided in the community colleges to the extent needed in each area of the state. Insofar as possible, all post-high school occupational education should be centered in the community colleges.

3. Community colleges should be recognized as the institutions where the majority of the freshman and sophomore level students will attend college.

4. Community colleges should provide continuing education opportunities for adults. Adult education activities in a community should be coordinated and duplication should be avoided.

5. Local control of the community college is essential.

6. Adequate sources of funding must be provided in order to support existing programs.

7. Since opportunity for post-high school education is of benefit not only to the individual, but also to the economy of the state, students should be encouraged to attend by holding costs as low as practicable and by making loans and/or scholarships available to defray such expenses as are necessary.

8. Educational opportunities should be available within commuting distance of all citizens of Florida.

9. Provisions for scholarships should be made where necessary to make community college education available to all citizens, and to make available to all citizens of the state special occupational programs not provided in all community colleges.

10. Development of programs of study for each college requires careful attention to the needs of individuals as well as those of business and industry. Each community college should give careful consideration to all these factors and should develop programs particularly needed in its area of the state.

11. Community colleges should maintain on-going programs of institutional research to determine ways of maintaining and improving quality of programs and of increasing efficiency and economy of operation. Year-round operation, educational television, cooperative work-study programs, independent study programs, computer aided instruction, computer managed instruction, and extended day programs are examples of successful developments which should be considered.

12. Since the diversity of educational offerings provided by a community college is specifically designated by law, community colleges should be maintained as community colleges and cannot be considered as a base for developing baccalaureate institutions.

13. Since the community colleges are required to maintain programs of study below the junior level of the university programs, they should assume principal responsibility for publicly supported lower-division programs.

14. Admission to the post-high school programs of a community college should be based upon high school graduation or its equivalent except:

    a. when the specific program requires definable skills, abilities, or background in addition to high school grades, or

    b. when special permission is granted to students who demonstrate that they will profit from the course.

    Admission to non-credit courses should be based upon factors relative to the course itself.

15. Adequate physical facilities must be provided to house the varied programs of the community college.

16. Continued emphasis should be placed upon activities and agreements which will facilitate the smooth transfer of students from high school to community college to university. These activities should give particular emphasis to articulation of high school and post-high school programs in the areas of curriculum and counseling.

COMMUNITY COLLEGE ORGANIZATION

Community colleges are part of the state system of public instruction in Florida. According to Section 240.301,

> State community colleges shall consist of all public educational institutions operated by community college district boards of trustees under statutory authority and rules of the State Board of Education and shall maintain the primary responsibility for lower-level undergraduate instruction. A community college may be authorized by the State Board of Education to operate a department designated as an area-vocational education school and authorized to operate adult high schools. These institutions may grant the associate in arts and associate in science degrees, certificates, awards, and diplomas. The total program offerings of the community colleges may include, but not be limited to, courses as components of programs leading to the above-mentioned degrees, certificates, awards, and diplomas; vocational and technical offerings leading directly to employment; compensatory, adult basic elementary, and secondary education; other general or liberal arts courses sought by the citizens of the community for personal development; and other community services.

Since community colleges are local institutions operated by local boards of trustees and, at the same time, part of the state system of public education in Florida, their organization necessarily involves several different entities. Following is a brief description of each of the various organizational entities to which each community college is related.

A. The State Board of Education is the state agency designated to provide and establish the framework within which the community colleges may operate in Florida. Section 229.012, Florida Statutes, states that the State Board of Education shall consist of the governor, secretary of state, attorney general, comptroller, treasurer, commissioner of agriculture, and the commissioner of education. It further states that the governor shall be the chairman of the board and the commissioner of education shall be its secretary and executive officer. The State Board is given responsibilities for community colleges in Section 240.301 - 240.379, Florida Statutes, which includes the following specific responsibilities:

1. prescribe minimum standards for community colleges
2. approve planning and construction of facilities
3. authorize the matriculation or tuition fees to be charged to students
4. adopt rules relating to preparation and approval of community college budgets
5. adopt rules for community college teachers relating to certification, tenure, leaves of absence of all types, including sabbaticals, etc.

B. The State Community College Coordinating Board is comprised of eleven (11) members appointed in accordance with Section 240.307, Florida Statutes. The Coordinating Board consists of nine (9) encumbent members of local boards of trustees, the president of the Florida Junior College Student Government Association, and one lay member. All are appointed by the Governor, approved by four members of the State Board of Education, and confirmed by the Senate in regular session. Each member is charged with the responsibility for serving the entire state in terms which vary from one to four years.

With the help of its standing committees--executive, accountability, programs and quality, finance and capital outlay, rules, governance, and policies--the Coordinating Board develops procedures and policies pursuant to the governance of the state community colleges for recommendation to the State Board of Education. The Council of Presidents, members of local boards of trustees, and community college employees also serve on standing committees to advise and recommend actions to the Coordinating Board.

Specific responsibilities include the provision of programs, adherence to rules and procedures, recommendations of standards, dissemination of information, inter-institutional cooperation, and the establishment of criteria for district boundaries. The Coordinating Board concurs in the appointment of the chief administrative officer, who is the Director of the Division of Community Colleges, and is also responsible for reviewing and administering the state's program of financial support for its community college system. Division personnel provide staff services to the Coodinating Board.

C. Department of Education. Section 229.75, Florida Statutes, provides that the Department of Education shall act as an administrative and supervisory agency under the direction of the State Board of Education. The law specifically details the functions of the Department as providing professional leadership and guidance, and in carrying out policies, procedures, and duties authorized by a law or by the State Board of Education as necessary to attain the purpose and objectives of the School Code.

D. State Commissioner of Education. The Commissioner of Education, as Secretary of the State Board of Education, has both general and specific responsibilities relating to community colleges. The laws of the State, as well as State Board Rules, specify that in addition to these general responsibilities for the community college he shall approve budgets and act as executive officer of the State Board of Education relating to community college recommendations.

E. District Board of Trustees is the corporate body created under statutes to govern and operate the community college. Specific duties and powers of boards of trustees are enumerated in Section 240.313, Florida Statutes.

F. The Division of Community Colleges was organized in the Department of Education in July 1957, pursuant to a recommendation of the Community College Council. It operates on the same legal basis as other divisions of the Department (Section 229.76, Florida Statutes), and is responsible for the coordination of community college programs and the implementation of recommendations concerning the development of community colleges in Florida.

1. The authority and responsibility of the Division of Community Colleges are contained in the following Florida Statutes: Sections 20.15, 228.041, applicable sections of Chapter 229, and 240.301 - 240.379.

2. In accordance with Section 20.15, Florida Statutes, the State Board of Education has assigned to the Division of Community Colleges the powers, duties, responsibilities, and functions necessary to insure the greatest possible coordination, efficiency, and effectiveness of the community college system in Florida.

In carrying out the assignment and responsibilities, the Division of Community Colleges finds its work distributed among three major avenues of effort.

1. The Division is charged with implementing the laws and rules provided by the Legislature and the State Board of Education while serving these agencies of government in an advisory and informative capacity. This responsibility includes the apportionment of state funds for the operation of the 28 community colleges.

2. The Division also constantly maintains an effective dialogue with other divisions in the Department of Education in order to assure cooperation and insure the success of education at all levels throughout the state.

3. In its relationship to the community colleges, the Division places a major emphsis on its leadership role, rather than the regulatory aspect of this responsibility, because such emphasis is necessary if the Division is to be a major contributor to the federal-state-local partnership in education at the community college level.

The Division stresses coordination and support, mainly as these are related to intermediate and long-range planning implementation of educationally related programs. Essential to this philosophy are the following components:

1. Recommendation to the State Community College Coordinating Board of basic policies, directives, priorities, and targets, including recommendations on resource allocation in coordination with other divisions of the Department of Education as needed to integrate educational development with the economic, cultural, and social development in the state;

2. Planning, cooperation, and coordination with other divisions and state agencies in an attempt to smoothly implement budgets, to insure successful articulation

of students, to maintain a unilateral and unduplicated effort in the area of vocational education, and to cooperate with other agencies in all matters relating to community colleges

3. Coordinated diagnosis and evaluation of the performance, problems, and the needs of the existing community college system

4. Translation of overall objectives and specific educational programs, projects, development plans, and the revision of plans in light of achievements and new developments

5. Implementation of plans, programs, and projects at the state, regional, and institutional levels, and supported at all levels by financial and consultative assistance.

In carrying out its legal responsibilities under this philosophy, the Division exercises its leadership responsibilities and operates cooperatively with all of Florida's public community colleges as part of a total community college system. In so doing, emphasis is on the development of competency and expertise in the personnel of each community college, thereby supplementing the Division staff in carrying out its functions. This is the basis behind the development of a resource bank of other personnel in the individual colleges and in other divisions of the Department of Education who can provide consultation in specific areas of education and management. Such consultants serve in an advisory capacity to those who are charged with specific responsibility for implementing programs at the institutional level, and consult in activities and areas such as planning, research, curriculum, accounting, management, public information, innovative practices, and staff and program development.

In order to carry out this philosophy, it is necessary that the Division have an adequate staff of highly qualified personnel to properly fulfill the requirement of the three-dimensional effort required of the Division. The objective of such a team approach is to provide a working relationship among the individuals within the Division so that improved leadership services can be provided to the individual community colleges.

The functions under which the Division activities can be grouped are division administration; program planning coordination and evaluation; research and development; and administrative planning and coordination of financial and business services.

G. Council of Presidents. The president of each community college serves as a member of the Council of Presidents which is a standing committee of the State Community College Coordinating Board. He serves on the Council as long as he continues in his capacity as president of a college, or until tne Board approves his successor. The Director of the Division of Community Colleges serves as advisor to the Council and its Chairman. The Council develops recommendations on matters which affect community colleges, and the Chairman of the Council, elected from the membership, transmits these recommendations to the State Community College Coordinating Board and others as appropriate.

H. Council on Instructional Affairs. The Council on Instructional Affairs consists of the chief instructional officer(s) as designated by the president of each community college. Under the Chief of the Bureau of Program Support and Services, the Bureau staff works with the Council and serves as liaison between the Council and the Division.

The Council studies and acts on instructional matters of statewide concern and serves in an advisory capacity to the Council of Presidents. Three standing committees aid the Council on Instructional Affairs. The staff of the Bureau of Support and Services works with each committee.

1. Continuing Education Standing Committee. The Continuing Education Standing Committee consists of the chief continuing education officer(s) as designated by the president of each community college. The Committee studies and acts on continuing education matters of statewide concern and serves in an advisory capacity to the Council on Instructional Affairs.

2. Learning Resources Standing Committee. The Learning Resources Standing Committee consists of the chief learning resources officer(s) as designated by the president of each community college. The Committee studies and acts on learning resource matters of statewide concern and serves in an advisory capacity to the Council on Instructional Affairs.

3. Occupational Education Standing Committee. The Occupational Education Standing Committee consists of the chief occupational education instructional officer(s) as designated by the president of each community college. The Committee studies and acts on occupational education matters of statewide concern and serves in an advisory capacity to the Council on Instructional Affairs.

I. Council of Student Affairs. The Council of Student Affairs consists of the chief student development officer(s) as designated by the president of each community college. Under the Chief of the Bureau of Program Support and Services, the Bureau staff works with the Council and serves as the liaison between the Council and the Division. The Council elects a five-member steering committee that structures Council meetings and serves in a leadership capacity to the Council. One is elected as chairperson for the Council.

The Council serves in an advisory capacity to the Council of Presidents. It develops recommendations of statewide concern relating to all student affairs matters, and the chairperson of the Council or the Division Coordinator of Student Affairs transmits these recommendations to the Council of Presidents.

J. Council of Business Affairs. The Council of Business Affairs consists of the chief business officer, as designated by the president of each community college, and the Chief of the Bureau of Financial and Business Services of the Division of Community Colleges, who serves as the Chairman of the Council. The Council serves in an advisory capacity to the Council of Presidents and develops recommendations relating to financial and business matters and submits them to the Council of Presidents for appropriate action.

K. The Florida Community College Activities Association (FCCAA). The Florida Community College Activities Association was organized in 1964 by action of the Council of presidents to promote, coordinate, and regulate intercollegiate activities as an integral part of the educational program of member institutions. Membership is institutional and is open to any Florida community or junior college, public or private, which is accredited by the State Department of Education or the Southern Association of Colleges and Schools. The work of FCCAA is financed through dues which have been assessed each member college based primarily on FTE student enrollments.

The FCCAA sponsors intercollegiate activities in the form of conventions, meets, games, contests, programs, and tournaments in six broad activity areas: the fine arts, forensics, men's athletics, women's athletics, publications, and student government.

The FCCAA is organized administratively in a hierarchical structure, consisting of the Presidents' Assembly, the Executive Committee, and the various state committees for specific activities. The Presidents' Assembly, the controlling body of FCCAA, meeting at least annually, is comprised of the President from each member institution, and is responsible for overseeing the total affairs of the Association. The Presidents' Assembly retains the right of review and final approval on all Association matters. Working within the framework established by the Presidents' Assembly, is the Executive Committee, a seventeen-member supervisory body made up of four Association staff members, four elected officers, eight activity representatives, and the President of the Florida Junior Colleges Student Government Association. The Executive Committee has been delegated the responsibility and authority to administer the affairs of the Association. Assisting the FCCAA in its work is the Council of Student Affairs. Although external to the formal FCCAA organization structure, the Council serves in a liaison and consultative capacity as a review board on all Association matters which are submitted by the Executive Committee to the Presidents' Assembly. Day-to-day Association leadership is provided by an Executive Director and Executive Secretary from the central office located in the Division of Community Colleges. Elected FCCAA Athletic Commissioners, one for men and one for women, rule on FCCAA athletic concerns and the Statistical Reporting Service disseminates general information and team and individual statistics for the various sports.

ARTICULATION

The concern for the articulation of the programs and services of community colleges with those of other public educational institutional in Florida has been evidenced throughout the development of the system. Both the Council for the Study of Higher Education in Florida (in 1956) and the Florida Community College Council (in 1957) proposed the basic strategy which has made Florida a forerunner among the states in the development of articulated programs for serving students.

The strength of Florida strategy for articulation is in the provision of opportunity for professional personnel who are providing services to students in any one component of public education to relate directly to their counterparts who are providing services to students enrolled in other components of the system. While board and administrative structures foster such relationships, articulation which facilitates student flow through the system of public education appears to come from the association and interaction of the professional personnel who serve students.

The Professional Committee

Acting on the recommendations of the Council for the Study of Higher Education in Florida, the state-level staffs of the community colleges and state universities proposed the establishment of the Professional Committee for Relating Public Secondary and Higher Education. Following the approval of the proposal by the State Board of Education in 1958, the Committee was organized with membership representing the secondary schools, the community colleges, the state universities, and the state-level staffs for all three levels of education in Florida.

Early among the achievements of the Professional Committee is the 1959 agreement on general education. Under the agreement which was duly ratified by the appropriate authorities, any student who completes an announced general education program in a community college is assured the lower-division general-education program of any state university in Florida to which he may transfer has been satisfied.

Principal accomplishments of the Professional Committee came through a series of subject task forces which identified and worked out inconsistencies in the expectations and in the program of studies required of students specializing in the respective fields. Some twenty-one such task forces have served the interests of students who transfer from community colleges to continue their studies in upper divisions of state universities. Even though the Professional Committee has been superseded by another body, subject matter task forces continue both to update task force reports and to extend the approach to new program areas.

The Articulation Coordinating Committee

During the period in which community colleges were being developed under the 1957 Master Plan, the number of community college transfer students enrolling in the state universities of Florida grew from an insignificant number until the Fall of 1979 when there were approximately 34,000 such transfer students in the state universities.

This heavy reliance of the state universities on the community colleges for their upper-division students prompted the Division of Community Colleges and the Division of Universities, with the active participation of institutional representatives, to expand the 1959 General Education Agreement into a broader articulation agreement which addressed itself directly to the transfer of students from the community colleges to baccalaureate degree progams of the state universities. That agreement was approved by the State Board of Education in April, 1971.

The 1971 Articulation Agreement has provisions which continue the 1959 General Education Agreement, define the associate in arts degree as the basic transfer degree, assure the transferability of associate in arts degrees which are awarded under conditions set forth in the agreement, continue the use of subject area task forces, encourage and provide assurance of transfer for students who complete experimental programs, and establish the Articulation Coordinating Committee which is given the charge "to review and evaluate current articulation policies and to formulate additional policies" as needed. The Articulation Agreement, together with annotations showing interpretations made by the Articulation Coordinating Committee, is published each year. Copies of the Annotated Articulation Agreement are available to the colleges and universities of the state through the respective Divisions of the Department of Education.

The Articulation Coordinating Committee, which is the successor to the Professional Committee, consists of three community college people (one from the Division of Community Colleges and two from community colleges), three university people (one from the staff of the Board of Regents and two from universities), and the Deputy Commissioner of Education for Special Programs who serves as chairman of the Committee. The Articulation Coordinating Committee thus relates directly to each of the divisions and, through the Commissioner, to the State Board of Education. Decisions and interpretations made by the Committee are made on behalf of the Commissioner.

The Articulation Coordinating Committee hears cases brought by a student (or by an institution on behalf of a student) appealing an action by a university thought to be in conflict with the provisions of the Articulation Agreement. In resolving such appeals, the Articulation Coordinating Committee acts for the State Board of Education and its rulings are binding on the institutions.

The Articulation Coordinating Committee has continued to sponsor the activities of subject area task forces which were initiated under the Professional Committee, and it initiates new task forces upon request of the two state Divisions.

The Articulation Agreement charges the Articulation Coordinating Committee with responsibility for formulating additional policies. In this dimension of its work, the Committee has established a task force to advise it concerning the use of external examinations programs for awarding credit to students in transfer programs. Based on the work of that task force, the Committee has formulated an amendment to the Articulation Agreement which provides for the use of the College Level Examination Program (CLEP) as a basis for awarding credit to students in transfer programs. The CLEP amendment which has been approved by both Divisions and the State Board of Education assures the transferability of credit awarded on CLEP general and subject examinations for students scoring at or above the 50th percentile of the sophomore norms.

A second amendment to the Articulation Agreement includes credit granted in the Advanced Placement Program under the mandatory transfer provisions of the Agreement.

Under the auspices of the Articulation Coordinating Committee, there has been developed a common transcript form, which is being utilized in the community colleges. There is a standing committee on the common transcript which has developed the form and has responsibility for its utilization by the colleges.

The Articulation Coordinating Committee has sponsored research studies through which the effect of articulation policies is assessed. One such study, which is made on a continuing basis, examines the academic performance of community college transfer students enrolled in state universities.

Additionally, there has been established a task force to evaluate the policies of the CLEP amendment which will make a more detailed analysis of students with CLEP credit, including those who transfer from community colleges to state universities.

Other Articulation Activities

In addition to the activities under the Articulation Agreement, there are other activities relating to the Department of Education which contributes to the development of articulated programs for students in the public system of education in Florida.

One of these is the Course Numbering Project which utilizes subject area task forces to develop a taxonomy of courses in each discipline and to identify the similarity and dissimilarity of courses in community colleges, state universities, area vocational-technical schools, and participating private colleges and universities.

Another thrust which is expected to facilitate student flow through educational institutions in Florida emerges from the concern for time-variable, time-shortened education. The State Board of Education, with the endorsement of the 1973 session of the Legislature, has established a Committee on Time-Shortened Education, with representatives from the elementary and secondary schools, as well as from community colleges and state universities. The Committee, chaired by a Deputy Commissioner of Education, provides a vehicle for articulation at all levels of public education, and its work is related to the Articulation Coordinating Committee through overlapping membership of Divisional representatives and of the chairman. The Committee on Time-Shortened Education has been given responsibility for advising the Commissioner regarding school calendars under a regulation that mandates that calendars provide three common entry points during the year in order to facilitate movement of students from one level of education to another.

Student Achievement of Essential Academic Skills

Under 1979 legislation, the Articulation Coordinating Committee is required to define the communications and computational skills which are associated with successful student performance, to identify tests and other assessment procedures through which students can demonstrate achievement of the respective skills, and to compile testing and other achievement data which reflect the level of student achievement of communications and computations.

Working through task forces of faculty members from community colleges and state universities, the Articulation Coordinating Committee has defined college-level communications and computational skills in terms of which student performance standards will be derived. A faculty group has responsbility for selecting or developing tests which will measure the level of student attainment of those skills.

Statutes require that such tests when approved by the State Board of Education be used to provide information for admissions counseling with all students entering college credit programs.

When levels of attainment of the skills which are associated with successful student performance in upper division programs have been identified, those levels of attainment of the skills will need to be included in the performance standards for the awarding of associate degrees.

State universities may utilize the tests with community college students entering upper division programs provided that the same requirement extends to native students. Test results cannot be utilized by the universities to exclude students from upper division programs except as it has been demonstrated that the skills are associated with successful student performance in those programs.

The Essential Academic Skills project is a major unit in the discharge of the responsibility given to the State Board of Education to devise a system which assures that students who move from one level of education to the next have the skills required to profit from instruction at the next level.

VOCATIONAL EDUCATION

Responsibilities at the district level for vocational education are delineated in Rule 6A-14.341 of the Florida Administrative Code. Specifically, these responsibilities and their assignments are as follows:

(1) Each school board has primary responsibility for assuring that vocational education, as provided in Rule 6A-14.343, is available to students in grades 1 through 12 and to youths under 19 years of age who left school before high school graduation.

(2) Each post-secondary area vocational-technical center is assigned to a school board.

(3) Each school assigned a post-secondary area vocational-technical center established in accordance with Section 230.63, Florida Statutes, shall have primary responsibility for non-college credit courses and certificate vocational programs for youths and adults of all ages residing in the service area of that center as approved by the State Board of Vocational Education.

(4) Each community college with a department designated as an area vocational education school by the State Board of Vocational Education, under the provisions of the Vocational Education Act of 1963, Public Law 88-210, or as amended by Public Law 90-576 and Public Law 94-482, shall have primary responsibility for certificate and non-college credit vocational education programs and courses and also for college credit courses and associate degree vocational programs for youths and adults 19 years of age or older who reside in the service area of that area school as approved by the State Board of Vocational Education.

(5) Each community college not having a department designated as an area vocational education school shall have primary responsibility for associate degree and certificate vocational programs based on college credit courses and short courses, institutes or similar activities, related to the vocational progams and responsibilities of that college.

(6) Community colleges with departments designated as area vocational education schools may, with the approval of the board of trustees and upon the request of a school board in its vocational service area, provide on behalf of that school board vocational education programs and courses for youths under 19 years of age who left school before graduating from high school and for high school students in grades 10 - 12.

(7) A board of trustees administering a community college which does not have a department designated as an area vocational school may enter into a cooperative agreement with a school board which operates an area vocation-technical center designed by the State Board for Vocational Education to provide vocational-technical education courses which a community college will accept for credit or for the community college to use the facilities of the area vocational-technical center for instructional services.

(8) Any school board or any community college board of trustees may enter into contractual or cooperative agreements with any other school board or community college board of trustees to provide specific vocational-technical education services or courses to assist in meeting the vocational education need of the persons to be served.

(9) School boards and community college boards of trustees are responsible for avoidance of unwarranted duplication of programs and services and for articulation and coordination of vocational educational programs, services, and activities, including counseling for persons served by the respective boards, based upon written agreements between school boards and community college boards of trustees. Such articulation and coordination shall be accomplished in the establishment of a local coordinating council as set forth in Rule 6A-14.37. School boards and community college boards of trustees are responsible for making comprehensive vocational programs available to all residents in their areas and are authorized to use any appropriate means to that end, including expenditures for advertising the availability of programs and courses.

(10) None of the above provisions shall contradict or supersede existing agreements between school boards, and community colleges concerning vocational education as provided in Section 233.068, Florida Statutes.

Those community colleges with a department designated as an area vocational education school are:

Brevard Community College
Central Florida Community College
Chipola Junior College
Daytona Beach Community College
Florida Junior College at Jacksonville
Florida Keys Community College
Indian River Community College
Lake City Community College
North Florida Junior College
Okaloosa-Walton Junior College
Pasco-Hernando Community College
Santa Fe Community College
Seminole Community College
South Florida Junior College

ADULT EDUCATION

AND COMMUNITY INSTRUCTIONAL SERVICE PROGRAMS

Through agreements between school district boards and community college boards of trustees, nine community colleges have responsibility in their districts for elementary and high school courses for people 16 years of age or older who have left the regular day school and for courses for adults preparing for the General Education Devlopment Tests leading to a Florida High School Equivalency Diploma. The nine colleges authorized to award high school diplomas are:

Daytona Beach Community College
Florida Junior College at Jacksonville
Indian River Community College
North Florida Junior College
Okaloosa-Walton Junior College
Pensacola Junior College
St. Johns River Junior College
Seminole Community College
South Florida Junior College

In 1973, course offerings for adults were classified under the two major categories of developmental instruction and community instructional services. Compensatory and adult elementary and secondary instruction were placed under the major category of developmental instruction while citizenship and recreational and leisure-time instruction were placed under community instructional services.

Effective July 1, 1975, guidelines developed by a committee of selected community college representatives were implemented in the community instructional services category. The guidelines for citizenship instruction required such instruction to be identified with significant community problems to be eligible for state support from the Community College Program Fund. The six major community problem areas were environment, health and safety, human relations, government, education and child rearing, and economics. The guidelines for recreational and leisure-time instruction excluded such instruction from state support.

Prior to the 1976-77 fiscal year, the Legislature appropriated funds for the support of community instructional services in the budget of the Division of Community Colleges to be distributed to the colleges on the basis of full-time eqivalent enrollments.

The 1976-77 legislative appropriation included a provision assigning responsibility for the equitable distribution of community instructional services funds to the Commissioner of Education. The provision required the Commissioner to develop procedures for the distribution of the funds to the school districts and the community colleges for the support of instruction identified with significant community problems related to the environment, health, safety, human relations, government, child rearing, and consumer economics. Priority was to be given to community instructional services that include the cooperative use of facilities and resources of other public or private institutions, agencies, or organizations.

The procedures developed by the Commissioner require each of the twenty-eight community college district coordinating councils for vocational education, adult education and community instructional services to identify the significant community problems in order of priority and to approve the courses to be offered. The community instructional services funds are allocated to the twenty-eight coordinating councils according to the formula provided in the Appropriation Act. The apportionment of the funds is accomplished by one of the boards in each coordinating council region acting as fiscal agent.

Recreational and leisure-time instruction for the aging becomes eligible for state support when the development of recreational and leisure-time skills for the aging is documented by the coordinating council as a high priority community problem.

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NOTE: De Soto, Franklin, Glades, and Hendry Counties are not part of any college district.

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(305) 296-9081

GULF COAST COMMUNITY COLLEGE
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HILLSBOROUGH COMMUNITY COLLEGE
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Fort Pierce, Florida 33450
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Department of Education
Tallahassee, Florida
Ralph D. Turlington, Commissioner
Affirmative action/equal opportunity employer

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